

# Williamstown Primary School 1183

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## Annual Implementation Plan 2009

**Based on Strategic Plan / Charter developed for 2008-2011**

<b>Endorsement by School Council</b>	Insertion of a tick ( ✓ ) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	✓
		Bill Green Dec 11, 2008
<b>Endorsement by Regional Director (or nominee)</b>	Insertion of a tick ( ✓ ) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	✓
		Sue Conquest Regional Network Leader December 2008

## Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	To ensure that the greatest number of students as possible reach or surpass the expected standards of VELS English and Mathematics, ICT, Personal Learning and Thinking Processes.	By 2010, 85% of deemed capable students be at or above the Victorian Essential Learning Standards appropriate to their year level in English and Mathematics (using the whole school teacher assessment and AIM indicators)	By 2009, 85% of deemed capable students be at or above the Victorian Essential Learning Standards appropriate to their year level in English and Mathematics using the whole school teacher assessment and, by 2009, 83% of deemed capable students achieve the standard as indicated by the NAPLAN results
<b>Student Engagement and Wellbeing</b>	To enhance student relationships based on self-respect, tolerance, resilience and dignity, appropriate social behaviours, positive attitudes to learning, and connectedness to school and peers.  To ensure student safety.	Maintain and improve where possible student positive responses to the Attitudes to School Survey School Connectedness at 5.0 Connectedness to Peers at 4.8 and Student Motivation at 5.0 A decrease in the whole school absence rate to ten days per FTE student by 2010.	Maintain and improve where possible student positive responses to the Attitudes to School Survey School Connectedness at 4.6 Connectedness to Peers at 4.5 and Student Motivation at 4.7 A decrease in the whole school absence rate to 10.5 days per FTE student by the end of 2009.

<b>Student Pathways and Transitions</b>	<p>To ensure students are well prepared with the knowledge and understanding necessary for smooth and settled transition through the various stages of their schooling at Williamstown and post primary education.</p>	<p>To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey to 6.0 by 2011.</p>	<p>To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey to 5.8 in 2009</p>
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## Implementation

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> the activities and programs required to progress the key improvement strategies	<b>How</b> the budget, equipment, IT, learning time, learning space	<b>Who</b> the individuals or teams responsible for implementation	<b>When</b> the date, week, month or term for completion	<b>Achievement milestones</b> the changes in practice or behaviours
<b>Student Learning</b> Develop scope and sequence documents for Writing, Spelling, Punctuation and Grammar linked to VELs in all dimensions with stated progression points.	<p>Curriculum, and teaching and learning audit for Writing, Spelling, Punctuation and Grammar across whole school including major resources, strategies and assessment tools</p> <p>Evaluation of effectiveness of current practice. Moderation across levels</p> <p>Professional development where required. Consideration of National Curriculum.</p> <p>Write scope and sequence document aligned with specific VELs standards development.</p>	<p>Curriculum day term one to Audit curriculum and teaching and learning strategies.</p> <p>Evaluate current program effectiveness based on NAPLAN, AIM and school-based data.</p> <p>English “team” P-6 to develop draft scope and sequence.</p> <p>Whole school to refine draft</p> <p>Final draft complete</p>	<p>Assistant principal, Curriculum Coordinator, EYC, team leaders in curriculum All PLTs</p> <p>Assistant principal, Curriculum Coordinator, EYC to write and publish draft</p> <p>Assistant principal, Curriculum Coordinator, EYC to write and publish final draft</p>	<p>Commencing term one</p> <p>Completed by end of term three</p>	<p>Publication of scope and sequence clearly outlining Writing, Spelling, Punctuation and Grammar linked to VELs in all levels.</p> <p>Consistent implementation of English scope and sequence including assessment tools across all levels.</p> <p>Improved performance in Spelling in NAPLAN data. Both grade three and five mean to be 0.1 above the expected level. Eg if the expected standard for grade three at the time of the testing is 2.2 the school mean should be 2.3 or better. This will represent an improvement on 2008.</p>

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<p>To use the ICT scope and sequence document as the basis for further staff professional development at whole school and PLTs level to ensure that ICT is being implemented and used as a basis for curriculum planning throughout the school.</p> <p>Further refine and develop Mathematics scope and sequence document by including moderated and annotated samples of maths assessment tasks appropriate to VELs levels.</p>	<p>ICT scope and sequence outcomes to be featured in all planning documents, particularly units of work, but Literacy and Numeracy where appropriate.</p> <p>Professional development by ICT and Curric Co-ord on how to implement and integrate ICT in curriculum delivery</p>	<p>ICT as part of all year, term and weekly planning documents</p>	<p>All PLTs</p> <p>Curriculum Co-ord</p> <p>ICT co-ord</p>	<p>Throughout the year</p>	<p>Demonstrated increase in the use of ICT strategies in the learning and presentation of curriculum content.</p> <p>Development of students' individual digital portfolios in line with ICT scope and sequence.</p> <p>Publish updated Maths scope and sequence including annotated work samples and assessment tasks linked to VELs standards.</p>

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Effectively use assessment data to inform teaching and learning for individuals, groups, grades and cohorts.	<p>Staff professional development on using assessment schedule materials and successful PLT moderation.</p> <p>Students with special needs identified and ILPs organised at class and cohort level</p> <p>Children with special learning needs given ILP. ILP reviewed on a term basis in consultation with leader and welfare co-ord</p> <p>PLTs at each level will share and discuss their data and analysis with PLTs at adjoining level and highlight how the data is impacting on the teaching and learning for their students</p>	Purchase of adequate assessment materials. Provision of teacher support for one-on-one student assessment	All PLT's  Assessment schedule overseen by Curric Co-ord., EYC, Welfare Co-ord., Asst Prin	Assessments at the beginning, middle and end of year.  Students with special needs identified and ILPs organised at class and cohort level.	<p>Students identified below the expected standard matched to programs to meet specific learning needs in all areas of literacy and numeracy. Targets set individually. On-going, mid-year and end of year assessment to monitor improved performance.</p> <p>Talented and high performance students extended in specialist programs in writing and mathematics in grades 3 – 6.</p> <p>83% of deemed capable students achieve the standard as indicated by the NAPLAN results.</p>

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Continue to use purpose and values statements for each PLT.	Continued professional development on purpose and values statement for both establishing standards and encouraging individual and team reflection on performance	Statements prepared at the beginning, middle and end of year.	All PLT's, Consultative Committee and leadership team	Beginning, middle and end of year	Published value and purpose statements in line with school purpose and values as articulated in Strategic Plan. Improved results to 4.5 in role clarity, professional interaction and goal congruence in Staff Opinion Survey
Provide intervention support for Literacy and Numeracy	Timetable reorganised to provide twelve hours per week of specialist teachers to conduct intensive literacy lessons for students with specific needs in the grade two and four area. Maintain Reading Recovery Program, Intensive Reading Program, Specialist intervention, D and I program, GO and Speech Therapy.	Timetable reorganised to provide extra morning sessions and greater focus on two hour literacy block.	Specialists and PLT's in grades 2-4 working with EYC and Curric Co-ord	Targeted small groups throughout the year	NAPLAN results grade three to continue to be above state with both cohorts improving 0.1 in all areas of English.

<p><b>Student Engagement and Wellbeing</b> Continue with community wide promotion of the “It’s not OK to be away” program.</p>	<p>Regular mass promotion of the It’s Not OK to be Away program</p> <p>All families of children who have higher than twelve school absence days contacted by Welfare Co-ord to discuss attendance</p>	<p>Newsletter articles</p> <p>Absence data from 2008</p> <p>Specific targeting of families of children with unexplained absences above twelve per annum. Development of targeted programs for individual families including home visits, phone calls, parenting assistance to improve school attendance.</p>	<p>Principal</p> <p>Welfare co-ord, Asst Prin</p>	<p>Throughout the year</p> <p>Early term one and on-going</p>	<p>A decrease in the whole school absence rate to 10.5 days per FTE student by the end of 2009.</p>
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<p>Continue to use the Attitudes to School survey and other available data to identify ways to enhance connectedness to school, teachers, peers and community, to inform improvement in student relationships and wellbeing.</p>	<p>Focus group discussion with students in 5\6 re the results of the AtSS</p> <p>Implement strategies informed by the understandings derived from the focus groups.</p> <p>Extend the AtSS by conducting a further school-based survey in term three.</p> <p>Introduce a modified AtSS for grades three and four with issues addressed as determined</p> <p>To be decided</p> <p>Use school ICT program to conduct further survey later in the year</p> <p>Use school ICT program to produce 3\4 survey</p>	<p>Use of data to promote discussion</p> <p>Establish links with local schools with similar data, possibly Wembley PS, to trial strategies to improve student connectedness and motivation</p> <p>Establish focus groups of students to further explore Attitudes to School data.</p> <p>Establish appropriate after-school meeting times for both teams</p> <p>To be decided</p> <p>ICT survey program</p>	<p>Grade 5\6 teachers and Asst prin</p> <p>PLT's from both Wembley and Williamstown</p> <p>To be decided</p> <p>5\6 PLT</p> <p>3\4 PLT</p>	<p>Following release of data</p> <p>Following release of data</p> <p>Following meetings with both teams</p> <p>Term three</p> <p>Term one</p>	<p>School Connectedness at 4.6 Connectedness to Peers at 4.5 and Student Motivation at 4.7</p>
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<b>Student Pathways and Transitions</b> Refine existing school transition practices .	Continue with information nights and introduce parent teacher meetings with parents for children with special needs at the commencement of the year once the benchmark assessment is complete Further promote Parent Information evenings which outline the expectations for each level and present strategies parents can use to enhance their child's engagement and performance at school	No funding required	All staff	Term one	To increase the rate of agreement responses by parents to the four transition items in the Parent Opinion Survey to 5.8 in 2009
	Maintain and enhance Willy Kids Are Friendly Kids program across the school.	No funding required	All staff	Throughout the year	